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ABSTRACT

In helping to mainstream physically or health impaired children, the teacher consultant assesses a student's educational needs through testing, consultation with the school and doctor, parent interviews, and discussions with related services personnel. Implementing the instructional program includes being involved in the individualized education program report and providing supplementary instructional materials for the general educator. The teacher consultant must be a resource to classroom teachers about any educational, medical, or social problems interfering with the student's performance. Evaluation of the program and of student progress is a vital area of responsibility for the teacher consultant. (CL)

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THE TEACHER CONSULTANT

Strategies for Successful Mainstreaming of Physically or Health Impaired Children

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Paper presented at the Annual Convention of the
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THE TEACHER CONSULTANT

Strategies for Successful Mainstreaming of Physically or Health Impaired Children

Abstract:

The teacher consultant is expected to perform several different types of service for referred children; He/she must (1) assess their educational needs, (2) prepare and implement instructional programs for them, and (3) deliberate with their teachers about matters that relate to their problems, both educational and those medical or health problems which interfere with educational performance. They may also be expected to communicate with parents regarding future life plans and prepararion for work skills and/or extension of education beyond high school.

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STRATEGIES FOR MORE EFFECTIVE MAINSTREAMING OF THE PHYSICALLY OR HEALTH IMPAIRED CHILD

I. Identify Role

A. Teacher Consultant

1. Assists in identification, evaulation, educational placement, and training of preschool and school-age children with physical impairments.

2. Serves as a resource person for the teacher working with a physically impaired child within the normal setting.

3. Works individually with a child who, because of his physical impairment, is having difficulty keeping up with classroom work.

4. Assists the teacher in acquiring special materials or equipment which will contribute to the education of the physically impaired child within the classroom.

5. Assists the family of a physically impaired child through home calls and contacts, in understanding the child's educational and vocational needs.

B. Resource Room Teacher

1. Coordinates educational services for students in middle schools or high schools who are physically impaired.

2. Assists the teacher by providing individual educational support to a child who is having difficulty keeping up with regular classroom work.

3. Works in small groups to provide classwork in the subjects the child is unable to be mainstreamed into.

4. Coordinates special services which may be needed such as physical therapy, occupational therapy, or speech therapy.

5. Provides consultation to education personnel on behalf of handicapped persons on their caseload.

6. Coordinates transportation services for the physically impaired child on their caseload.

7. Assists the family in understanding the child's educational and vocational needs.

C. P.O.H.I. Homeroom Teacher

1. Coordinates educational services for students in middle schools or high schools who are physically impaired and are mainstreamed.

2. Assists the family in understanding the child's educational and vocational needs.

II. Assess Needs

A. Educational Assessment Testing

1. Key Math Diagnostic Arithmetic Test
2. Peabody Picture Vocabulary Test
3. Peabody Individual Achievement Test
4. Wide Range Achievement Test
5. WISC
6. Mann-Suiter Diagnostic Test
7. Woodcock Reading Mastery Test
8. Brigance Inventory of Basic Skills
9. Brigance Inventory of Early Development

B. Consultation with child's school

1. Teachers
2. Counselor
3. Principal

C. Medical Consultation

1. Medical referral statement
2. Clinic visit
3. Interview doctor if needed

D. Parent Interview

E. Social Worker, Occupational Therapist, Physical Therapist, Speech Therapist

III. Prepare and Implement Instructional Program

A. Individual Educational Program Committee Report

1. Least restrictive program placement
2. How many periods of mainstreaming or regular education
3. Goals and objectives
4. Transportation
5. Related services needed

B. Provide or develop supplementary instructional materials for the general educator.

1. Special grip pencils, crayons scissors
2. Book holders
3. Adaptive materials for use in typing, shop classes, home economics, etc.
4. Writing guide if needed

C. Implement program.

IV. Evaluate

A. Record keeping
B. Progress Reports
C. Communication Techniques
D. Update records
E. Annual Review

THE TEACHER CONSULTANT

Strategies for Successful Mainstreaming of Physically or Health Impaired Children

Barbara Schnarr

In 1975, Congress enacted legislation assuring all handicapped children the right to education. This law, PL 94-142, states: "It is the purpose of this act to assure that all handicapped children have available to them, within the time periods specified, a free appropriate public education emphasizing special education and related services designed to meet their unique needs (PL 94-142, 1975, Section 3, c). Under the traditional category of disabilities, the law defines physical handicaps as those which include neurologic and orthopedic conditions, as well as other medical conditions that result in serious health impairment. Specifically, other health impaired is defined as having limited strength, vitality, or alertness due to chronic or acute health problems such as heart condition, epilepsy, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophelia, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance (PL 94-142, 1977, p. 42478).

PL 94-142 thus puts the chronically ill child within the scope of the special education law. Placement decisions must be made so that the child receives the most appropriate educational program in the least restrictive setting. This requirement has led educators to move the physically or health impaired child from self-contained classrooms or special schools to regular education programs. It has

also enabled the chronically ill child to receive special education services which had not been provided before PL94-142.

Schools will provide instruction for children in one of three settings: the regular classroom, a resource room of some type, or a special class. It is important to identify the role and responsibility of the special education teacher. If a child is placed in a regular classroom, then a teacher consultant is usually assigned to provide support service to that child. The multidisciplinary team has investigated, assessed, and recommended a particular placement for each child. But what are the duties and responsibilities of the support person?

The teacher consultant is expected to perform several different types of service for referred children; He/she may (1) assess their educational needs, (2) prepare and implement instructional programs for them, and (3) deliberate with their teachers about matters that relate to their problems, both educational and those problems relating to their handicap which interfere with educational performance. They may also be expected to communicate with parents regarding future life plans and preparation for work skills and/or extension of education beyond high school. The teacher consultant may also serve as a resource person for the teacher or teachers working with a physically or health impaired child within the normal setting. It is important to provide the regular education teacher with information regarding the child's physical handicap or health impairment and how that handicap or impairment affects the child's educational performance. If and when a child is hospitalized, the teacher consultant will provide a link between school and hospital,

setting up an ongoing hospital program, suggesting modifications in school requirements or alternate projects to meet class requirements.

The teacher consultant may work individually with a child who, because of his physical impairment, is having difficulty keeping up with classwork. Individual tutoring and providing supplementary materials are two ways to improve a child's ability to keep up with regular classwork. Quick assessment testing may provide the teacher with additional tools which will enable the child to progress at the same rate as the other children in the class. The consultant may need to provide or assist the teacher in acquiring special materials or equipment which will contribute to the child's success in the classroom. For example, a child may require a book holder or a paper holder in class. Special pencil grips or crayon grips, special scissors, writing guides, or other equipment may be needed to help the child function successfully in the classroom.

The consultant may assist the family of a physically or health impaired child through home calls and contacts, in understanding the child's educational and vocational needs. When the child is absent from school, the consultant may bring homework assignments to the home and/or actually provide homebound teaching for short periods of time. The teacher consultant may be instrumental in helping the classroom teacher document the need for additional services for a child.

In larger school districts a resource room teacher may take the place of the teacher consultant in middle school or high schools. Their job would be similar to that of a teacher consultant in that they might coordinate educational services and serve as a resource

person for the students who are physically or health impaired. They might be expected to assist the regular education teacher by providing individual tutoring to a child who is having difficulty keeping up with regular classwork. The resource room teacher may work in small groups to provide classwork in subjects the student is unable to be mainstreamed into. They would coordinate special services which may be needed such as physical therapy, occupational therapy, or speech therapy. They may provide consultation to education personnel on behalf of handicapped persons on their case load. The resource teacher must be prepared to evaluate academic performance, the student's attitude toward himself, and the teacher's attitude and expectations for the student being evaluated. The student's family may need assistance in understanding the child's educational and vocational needs.

Some school districts may have a person called the homeroom teacher for the physically or health impaired child. They may function like the teacher consultant in that they would coordinate educational services for students in middle schools or high schools who are physically impaired and are mainstreamed. They would assist the family in understanding the child's educational and vocational needs.

We have mentioned the term "assessment" which refers to all activities that teacher consultants use to identify and to obtain information about children's instructional needs. These activities include: administering, scoring, and interpreting both norm-and criterion-referenced tests; using various analytic teaching techniques; interviewing parents, teachers, and/or students; and directly observing children in everyday school situations. Information

derived from the assessment activities can be used to: (1) develop a meaningful instructional plan for a child; (2) provide data for those occasions when the teacher consultant must consult with the student's teacher or parents; (3) document a student's status in a given curriculum; and (4) form the basis for referral to an outside agency, such as a clinic, or to another school program, such as speech pathology, or remedial reading or math.

Preparing and implementing instructional programs that are based on the proficient use of assessment procedures constitutes the heart of the services provided by the teacher consultant program. The teacher consultant may be part of the multidisciplinary evaluation team which recommends the least restrictive program placement for the student. They may help determine the number of periods a child may be "mainstreamed" or which regular education classes would be most appropriate. The assessment procedures will be instrumental in developing goals and objectives, and identifying the strengths and weaknesses of the student.

Competency in curriculum analysis enables the teacher consultant to "take apart" any given curriculum in order to determine its components or attributes. This skill would allow them to select contact or methodology from a program to use in instructional activities. There are many suitable criterion-referenced checklists and inventories. Sometimes it is better for the consultant to make up their own tests. Teacher-made tests can be criterioned to particular instructional programs, specifically constructed to meet the needs of an individual student.

It is important for the teacher consultant to maintain continuous communication with the regular education teachers in order to

determine if the goals and objectives specified on the I.E.P.C. are being met or need to be re-evaluated. Methods of assessing progress or the lack there-of need to be developed. Communication techniques will enable the teacher consultant to keep the flow of information continuing between teacher and teacher consultant. There should be continuous documentation of progress and records should be updated on a regular basis.

The teacher consultant is in a unique position because they share their students with other teachers. They may, therefore, devote a lot of their time to these activities: (1) discussing the educational problems of specific children with teachers; (2) describing the methodology being used by the teacher consultant; (3) presenting ideas that the teacher can use in their classes to reinforce and supplement the consultant's efforts; (4) acquiring information on how separate support service activities can mesh with the child's regular program; (5) observe the classroom performance of children who have been referred for teacher consultant support service; and (6) share sundry professional imformation regarding their respective new programs in the field, and various aspects of a child's handicap which might affect educational performance.

In summary, there are unique problems inherent in the process of providing appropriate educational programs for the physically or health impaired child. It is important to identify the role of the teacher consultant with respect to the type of service to be provided and the continuing responsibilities in reference to this service. Assessment of educational needs becomes the next step in providing an appropriate program for the child. The third step is

to prepare and implement the instructional program. The final step is evaluation to see if the program is progressing as planned, and if not, to take the necessary steps to remedy the situation. Together, these steps will enable the teacher consultant to provide a successful program for the physically or health impaired child.

ROLE AND RESPONSIBLITIES OF THE TEACHER CONSULTANT FOR THE PHYSICALLY IMPAIRED

The Teacher Consultant Program is designed to give assistance to the physically impaired child from 0 - 25 years of age.

The Teacher Consultant, acting in an itinerant capacity, serves those children whose physical impairment is not severe enough to require placement in special schools or classrooms, but who can be integrated into the community school setting through tutoring, counseling and/or consultant services.

The term "physically impaired" refers to those children who are determined by an I.E.P.C. to have an orthopedic, or special health condition (i.e., cardiac, epileptic, diabetic, etc.) that is interfering with classroom learning and adjustment.

The Teacher Consultant

1. Assists in the identification, evaluation, educational placement, and training of preschool and school-aged children with physical impairments.

2. Serves as a resource person for the teacher working with a physically immpaired child within the normal school setting.

3. Works individually with a child who, because of his physical impairment, is having difficulty keeping up with classroom work.

4. Assists the teacher in acquiring special materials or equipment which will contribute to the education of the physically impaired child within the classroom.

5. Serves as referral agent through which a physically impaired child within the normal classroom might be assisted/directed to further treatment, diagnosis, or understanding in order to receive the greatest possible benefit from the learning environment.

6. Assists the family of a physically impaired child through home calls and contacts, in understanding the child's educational and vocational needs.

7. Keeps local school administration informed as to the status of the mainstreamed physically impaired child within the district.

8. Gives vocational guidance and assistance to a physically impaired person during appropriate times (junior and senior high school) and acts as referral agent to Vocational Rehabilitation Services.

DETROIT PUBLIC SCHOOLS

DEPARTMENT OF SPECIAL EDUCATION

Principal of _____School

_____is a student whose chronic illness may cause frequent short term absences from school. He/she has been placed in a Special Education Program with a teacher consultant for the chronically ill. The teacher consultant will work with him/her at school on_____, at_____, in room_____, each week to provide individual support in areas of academic weakness, or to help with make up work. The consultant will also work with him/her at home or when hospitalized as needed.

If you have questions regarding this service please call me at _____.

Sincerely,

Teacher Consultant
The Physically or Otherwise
Health Impaired

Arthur Jefferson,
General Superintendent

Norman V. Fuqua,
Executive Deputy Superintendent

PUPIL PROGRESS REPORT

Student:_____ Date:_____

B.D.:_____ Teacher:_____

Physical Status:

1. List any disability or health problem which may impair social or academic performance.

2. List medication or regular outpatient clinic visits which may interfere with educational peformance.

Attendance:

No. school days to date _____

No. days absent _____

No. days tardy _____

Attendance Department Report:

Academic Functioning:

1. Result of Achievement Tests:

Date	Test	Results

2. Describe current academic functioning in your classroom.

3. List specific areas of need:

4. Describe student's attitude.

Social Functioning:

1. Describe student's social adjustment

2. List exclusions or suspensions.

3. List any other information that is pertinent in this student's school adjustment.

ANNUAL REVIEW: PROGRAM FOR THE PHYSICALLY OR OTHERWISE HEALTH IMPAIRED

Date _____

Name _____

Birthdate _____

School _____

Teacher _____

Physical Status:

Diagnosis _____

Does physical impairment continue to interfere with educational performance? Yes _____ No _____

Name of Doctor _____

Academic Functioning:

Attendance _____

Results of Current Achievement Tests

Test	Date	Results
1.		
2.		

Recommendation: